

DOCUMENT RESUME

ED 093 108

EC 062 192

TITLE Behavioral Descriptors of the Gifted.  
INSTITUTION Pittsburgh Univ., Pa. Office of Research and Field Services.  
PUB DATE [74]  
NOTE 29p.  
EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE  
DESCRIPTORS Behavior Patterns; \*Behavior Rating Scales; \*Exceptional Child Research; \*Gifted; \*Identification; Psychological Characteristics; \*Questionnaires

ABSTRACT

Provided is a questionnaire in the form of a rating scale to determine the degree to which teachers believe 316 characteristics (called behavioral descriptors) are typical of gifted children. Given is a definition of giftedness which includes capability of high performance in areas such as general intellectual ability and creative thinking, and need for differentiated educational programs beyond normal provisions of the regular school program. Instructions are given for rating behavior according to seven levels ranging from very uncharacteristic to very characteristic. The following are typical examples of the descriptors provided: "the child uses logic in arriving at a decision, the student displays unusual ability to select and arrange colors, and the student quickly analyzes mechanical problems". (MC)

ED 093108

EC

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY

## BEHAVIORAL DESCRIPTORS OF THE GIFTED

Office of Research & Field Services  
University of Pittsburgh  
School of Education  
2901 Cathedral of Learning  
Pittsburgh, Pa. 15260

EC062192

INFORMATION SHEET

Please complete the following questions, keeping in mind that any information provided will be held in the strictest confidence.

Identification Number (provided in the upper right hand corner of the scale).

I.D.# \_\_\_\_\_

Sex            M or F (circle one)

Race        White        Black        other (circle one)    If other specify \_\_\_\_\_

Years of teaching experience (nearest year) \_\_\_\_\_

Grade level (s) currently envolved with \_\_\_\_\_

Age (nearest year) \_\_\_\_\_

Highest degree obtained \_\_\_\_\_

Do you have children of your own? yes or no

If yes, list the age and sex of each: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## DEFINITION OF GIFTEDNESS

In evaluating these behavioral descriptors as to the degree to which each characterizes behavior or abilities of a gifted child; the following definition of giftedness will be utilized.

Gifted children are those who by <sup>virtue</sup>virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts































164. The child has a tendency toward easily recovery from failure.
165. The child often challenges established ways of thinking.
166. The student is able to adapt learning to various situations somewhat unrelated in orientation.
167. The child has a marked interest in reading.
168. The child is above average in his reading ability.
169. The child frequently finds fault with his classmates.
170. The child is adept at coming up with inventive ideas.
171. The child can apply past knowledge and experiences in various ways to compliment the needs of novel situations.
172. The student sticks to what he believes in.
173. The child is persistent in overcoming difficulties to accomplish a goal.
174. The child develops strong convictions.
175. The child demonstrates an extra-ordinary appreciation for music.
176. The child enjoys new situations.
177. The student is sensitive to the likes and dislikes of his classmates.
178. The student is defensive of his actions.
179. The child is popular with other children.
180. The child would not cheat on his academic pursuits.

[illegible]







231. The child is dependable.
232. The child is responsive to the criticism of adults.
233. The child frequently attempts to be first in performance.
234. The child will often, on his own, design study associated with areas of interest to his.
235. The student is able to express himself effectively using the various communications skills.
236. The child is able to be constructively critical in the evaluation of others' work or suggestions.
237. The child will often invent alternative measures to solve problems.
238. The student displays an extra-ordinary artistic ability.
239. The child is able to grasp and maintain knowledge easily.
240. Teachers normally like the child.
241. The child is able to see defects in the logic of others.
242. The student usually considers his actions and ideas as important.
243. The child displays pride in his accomplishments.
244. The student has superior ability in planning, organizing and promoting.
245. The advice of the child is highly valued by his peers.

231. The child is dependable.

232. The child is responsive to the criticism of adults.

233. The child frequently attempts to be first in performance.

234. The child will often, on his own, design study associated with areas of interest to his.

235. The student is able to express himself effectively using the various communications skills.

236. The child is able to be constructively critical in the evaluation of others' work or suggestions.

237. The child will often invent alternative measures to solve problems.

238. The student displays an extra-ordinary artistic ability.

239. The child is able to grasp and maintain knowledge easily.

240. Teachers normally like the child.

241. The child is able to see defects in the logic of others.

242. The student usually considers his actions  
and ideas as important.

243. The child displays pride in his accomplishments.

244. The student has superior ability in planning, organizing and promoting.

245. The advice of the child is highly valued by his peers.



246. The student frequently responds to questions asked in the classroom.
247. The child often reads for pleasure.
248. The child is able to find new functions for old items.
249. The child is able to turn to alternative resources in the absence of the usual.
250. Even when rejected the child goes ahead and tests his ideas.
251. The child is more competitive than his peers.
252. The child incorporates suggestions from others into his own thinking and actions.
253. The child is considerate of others.
254. The child has an interest for mechanical objects.
255. The child is curious about meanings of words.
256. The child's behavior suggests a high level of maturity.
257. The child has a great deal of confidence in the worth of his ideas.
258. The child often demonstrates fresh initiative in facing old problems.
259. The child's behavior is demonstrative of a desire to excel.
260. The child has superior motor ability and physical control.
261. The child is willing to accept responsibility.
262. The child when compared to his classmates appears to be a non-conformist.









Office of Research and Field Services  
School of Education  
2901 G. L. University of Pittsburgh  
Pittsburgh, Pennsylvania 15213

A: References: Gifted

1. Earhe, Walter B. (Ed).  
Psychology & Education of the Gifted: Selected Readings.  
Appleton - Century - Crofts, 1965.
2. French Joesph L (Ed).  
Education of the Gifted.  
Holt, Rinehaot & Winston, 1960. (Revised, 1964).
3. Gallagher, James J. (Ed).  
Teaching Gifted Students: A Book of Readings.  
Allyn & Bacon, 1967.
4. Smith James.  
Creative Teachings of Readings & Literature  
in the Elementary School.  
Allyn & Bacon, 1967.
5. Torrance, Paul  
Rewarding Creative Behavior.  
Prentice - Hall, 1965
6. Wetty Paul  
Education for the Gifted, 1958.
7. Wetty Paul  
The Teachings of Reading 1966 D C Health
8. Wetty Paul  
Helping the Gifted Child  
Chigago: Science Research Associates, 1952.  
Revised, 1970



B. Other Sources:

Educational Index  
Encyclopedia of Educational Research  
Psychological Abstracts  
Review of Educational Research

Some References:

1. Anderson, E. E. (Ed). Research on the Academically Talented Student. Washington, D. C. NEA, 1961.
2. Freehill, M. F. Gifted Children N. Y: Macmillan, 1961.
3. Gibbons, Hazel M. Enrichment : Classroom Challenge. Columbus, Ohio Ohio Dept of Education, 1962
4. Henry, N. B. (Ed) Education for the gifted. Yearbook of N.S.S.E., 1958-59, part 2
5. Lewis, Gertrude M. Educating the More Able Children in Grades Four, Five, and Six. Washington, D. C. U. S. office of Education Bulletin, No-1, 1961.
7. Miller L. M. Guidance for the Underachiever With Superior Ability. Washington, D. C. U. S. Office of Education Bulletin, No 25, 1961.
8. Ohio Department of Education Superintendent of Public Instruction. A Selected and Annotated Bibliography on the Gifted. Columbus, Ohio. Ohio Dept. of Educ, 1960.
9. Southern Regional Education Board- The Gifted Student: A Manual For Program Improvement. Atlanta, Ga: South Reg. Educ. Bd, 1962

10. Taylor, C. W. & Barron, F. (Eds) Scientific creativity- its Recognition and Development. N. Y. = Wiley 1963

C. Organizations:

1. The American Association for Gifted Children  
15 Gramercy Park  
N.y.  
Purpose: to promote interests of gifted children  
sponsors : writing of books & distributing reprints of articles by members  
(publication list available)
2. Association for the Gifted  
Division/ Council for Exceptional Children, 1201 16th st, N. W.  
Washington 6, D. C.  
membership = predominantly professional individuals  
purpose : sensitization of Society to needs of gifted  
stimulation of research  
facilitation of information exchange  
newsletter three times a year
3. The Joe Berg Foundation  
1713 South Michagan Avenue  
Chicago 16, Illinois  
purpose: promote seminars for the gifted at elem. high school levels,  
using professionals form the community as teachers to  
develop materials for seminars, and to offer assistance in  
establishing seminars at no charge to the community.
4. Educational Testing Service, Nassau Street, Princeton, New Jersey  
Creativity Research Exchange: as a clearinghouse.  
Researchers send outlines of major phases of studies as  
completed and ETS reproduces and distributes them to  
professionals within a few weeks.

5. The inter- University Committee on the superior Student  
229 McKenna, Univ of Colorado, Boulder, Colorado  
no formal membership; mailing list of 9,000  
purpose, encourage development of special programs for  
the superior student in American higher education  
(part in 4 yr. public institutions)  
Serves clearinghouse- info. on special programs  
holds nat & reg. conf.  
personal visits by staff to assist schools : estab.or  
revise special programs  
publishes "Superior Student," monthly newsletter
6. The National Association for Gifted Children, 409 Clinton Avenue,  
Cincinnati 17, Ohio  
chiefly prof. member.  
purpose: maximize potentialities by providing better understanding  
of gifted's prob.+ needs; and how these may be met.  
sponsors: annual + state meetings  
publishes: "Gifted Child Quarterly"
7. The National Education Association Project on the Academically  
Talented Student  
1201 16th st N. W. Wash. 6, D. C.  
sponsors: conf.  
produces mixpen. paperback pub. on the gifted  
(pub. lists available)
8. Superior and Talented Student Project  
5454 South Shore Drive Chicago 15, Ill. Room 718  
vol. assoc- second schl.- programs: youth- above average abilities  
by apply there following regional accrediting agencies  
New England Assoc. of Colleges + Second Schls  
North Central Assoc  
Northwest Assoc of Secondary + Higher Schools  
Southern Assoc of Colleges + Second Schls  
Western Colleges Assoc.
- Calif ASSOC of Secondary school administrators  
purpose involve secondary schools in coop-action  
programs - identify, guide, motivate, provide  
for capable youth  
Some consultative services are available to groups of schools.  
A list of publications is sent on request.

9. Talented youth Project

Horace Mann- Lincoln Institute

Teachers college, Columbia University,

N. y. 27, n.yn.

a research project - services- school system + individ.

as as outgrowth of research activities.

Publication lists and a selected bibliography are available

10. The Gifted Child Society, Inc

75 Andover Avenue

Dumont, N. J.

membership: primarily parents, some professionals

purpose offer activities (lectures fields trips, workshops)

for gifted students & members of org.

bi-monthly newsletter is pub.